DOCUMENT RESUME

ED 198 366 CE 028 084

TITLE Overview of Training Practices Incorporating Adult Learning. Annotated Bibliography on Adult Learning.
INSTITUTION American Univ., Washington, D.C. Adult Learning Potential Inst.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE Sep 80
CONTRACT 300-77-0524
NOTE 27p.; For related documents see ED 190 769 and CE 028 081-083.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Learning; Adult Students; Cognitive Style; Community Education; Continuing Education; Creativity; Curriculum Development; Higher Education; Learning Theories; *Lifelong Learning; Nontraditional Education; *Staff Development; Student Needs; Teacher Education; Volunteers

ABSTRACT

This document--an annotated bibliography on adult learning--is one in a series of four developed to provide a comprehensive overview of the scope of training practices relating to adult learning. It presents brief reviews of approximately eighty selected books and other published materials that relate to adult learning, adult education, and inservice training. For each item the following information is provided: author(s) or editor(s), title, place of publication, publisher, date of publication, and annotation. Any special features of the book, such as essays or reviews of some aspect of adult learning, are pointed out in the annotations. Topics of materials include lifelong learning, recurrent education, adult learning theory, learning styles, adult learner needs, creativity, adult education approaches and practices, volunteerism, community education, nontraditional education, curriculum development, inservice education trends, teacher education, higher education involvement, and faculty renewal. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED198366

OVERVIEW OF TRAINING PRACTICES

INCORPORATING ADULT LEARNING

Annotated Bibliography

on

Adult Learning

Winifred I. Warnat, Director

Adult Learning Potential Institute
Teacher Corps
The American University
Washington, D. C. 20016

September, 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. Warnat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 028 084

The research reported herein was performed pursuant to Contract No. 300-77-0524, Teacher Coprs, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Preface

Because of the scope of training practices relating to adult learning, it has been necessary to develop a series of documents that provides a comprehensive overview. While each document represents a unique aspect of adult learning, the composite encompasses a profile of States' involvement, the political response on a national basis, the programmatic efforts of higher education, the meaning and application of adult learning to training, and a listing of reading materials. The four documents contained with the Overview of Training Practices Incorporating Adult Learning are:

- .Current Trends and Practices in Adult Learning
- .Selected Federal Legislation and Programs Relating to Adult Learning
- .Adult Learning in Inservice Training and Staff Development
- .Annotated Bibliography on Adult Learning

Even though the concept of adult learning is by no means a new one, only very recently has it been viewed as an essential aspect of training. The dilemma facing those of us unvolved with providing training services is how to apply adult learning principles to practice, given the sparsity and fragmented nature of the existing information base, especially where training approaches and practices are concerned. With that in mind, the purpose of these overview documents is twofold: (1) to contribute to filling the information gap relating to adult learning in training; and (2) to provide trainers with reference guides to exisiting sources of information.

Within the framework of the Overview of Training Practices Incorporating Adult Learning, we have sought to respond to the following questions.

- .What is the adult learning process?
- .How can human potential be more fully developed and utilized?

.How can life span training be effectively applied?

.What kind of approaches to adult learning exist? What kind are needed?

.How can empathy training of education personnel be effectively applied to adult learning?

.How can training function as an adult learning process?

.What is the teacher-learner function of the adult in the learning process?

By addressing these questions, it is our hope that along with providing a picture of the current status of adult learning in training practices throughout the nation, trainers will be intrigued enough to seek to expand their knowledge and understanding of how adults learn, and stimulated enough to create new and innovative training approaches that take into account the complexity and diversity of the adult learners who participate.

Preparation of these documents has at some point involved virtually the entire staff of the Adult Learning Potential Institute, to whom I am most grateful. Heartfelt appreciation to Juanita Fletcher, Associate Director, who with tender loving care devoted her time, talent, energy, and commitment to making this document a reality. Special recognition for their good humor, team spirit, tireless determination, and skillful work in producing successive versions of this document goes to Marjorie Lambert, office manager, who kept it (and us as well) all together, and to Jeantta Bruce and Terry Raffelt, research secretaries, for their indomitable spirit and their tenacious perseverance to complete the task at hand.

Winifred I. Warnat
September, 1980

Introduction

The Annotated Bibliography on Adult Learning, presents brief reviews of selected books and other published materials that relate to adult learning, adult education, and inservice training. The publications which are included represent a wide range of issues covering the gamut of research, service, and instruction. Topics such as lifelong learning, recurrent education, adult learning theory, learning styles, adult learner needs, and creativity; adult education approaches and practices, volunteerism, community education, non-traditional education, and curricula development; inservice education trends, teacher education, higher education involvement, and faculty renewal provide a panoramic perspective of reading materials related to adult learning. Any special features of the books, such as essays or reviews of some aspect of adult learning, are pointed out in annotations.

Annotated Bibliography

on

Adult Learning

Alden, John W., and Linda Dubaldi, eds. Volunteers in Education: Future Public Policy. Alexandria, Va.: National School Volunteer Program, 1979.

Reflections on the experiences of the program. The major purpose of the program is to promote excellence in school volunteer programs in the United States.

Allen, Wendell C. The Role of State Education Agencies Inservice Education. Syracuse: National Dissemination Center, 1978.

In this monograph the author urges state agencies to provide strong leadership for inservice education, in close cooperation with other professional groups and agencies.

Apps, Gerald W. Toward a Working Philosophy of Adult Education. Occasional Papers, No. 36. Syracuse: Syracuse University Publications in Continuing Education, 1973.

In this report the author discusses adult education within the context of current educational philosophies, providing a brief review of general philosophy and a discussion of beliefs about the adult learner and about the adult learning process.

Arnold, Daniel S., and others. "Quality Control in Teacher Education: Some Policy Issues." Washington, D.C.: The American Association of Colleges for Teacher Education, 1977.

This paper, published by the American Association of Colleges for Teacher Education and the ERIC Clearinghouse on Teacher Education, proposes framework within which a rigorous and continuing exercise of quality control in teacher education may take place. It discusses and investigates eight key quality control points: college admission; admission to teacher education programs; student teaching and other professional field experiences; completion of preservice preparation and institutional recommendation of candidates for initial certification; state agency certification; employment; retention and tenure decisions; the role of inservice education; and continuing professional development.

Bakker, Cornelius B., and Marianne K. Bakker-Rabdau. No Trespassing! Explorations in Human Territoriality. San Francisco: Chandler and Sharp Publishing, 1973.

The authors maintain that territoriality is rooted in man's ancestry and serves as a basic foundation for man's social organization. The territorial impulse depends upon an individual's learning, his or her resources, and interpretation of the situation. The authors examine human territoriality as displayed by marking, warning, defense and acquisition of new territory through the interaction between individuals in marriage, work and leisure.

Blakely, Robert J., and Ivan M. Lappin. Knowledge Is Power to Control Power: New Institutional Arrangements and Organizational Patterns for Continuing Education. Notes and Essays on Education for Adults, No. 63. Syracuse: Syracuse University Press, 1969.

This study describes the American trend toward applying knowledge to the solution of social problems and to the use of knowledge for social action. The authors report on the use of continuing education in non-educational institutions, the progress of centralizing continuing education in educational institutions. It offers ten recommendations for improving the field of continuing education. The authors conclude that continuing education needs a strategy for achieving a cummlative impact.

Bolles, Richard N. The Three Boxes of Life and How to Get Out of Them: An Introduction to Life/Work Planning. Berkeley: Ten Speed Press, 1978.

This book considers the topics school, work, and retirement simultaneously. The authors main objective is to show how learning, work, and leisure may be balanced by making each a lifelong activity rather than a stage of life.

Boone, Edgar J. Administration of Adult Education, eds. Coolie Verner and Thurman White. Adult Education Theory and Method Series, Number 7. Washington, D. C.: Adult Education Association of the U.S.A., 1965.

A collection of papers that are concerned with the administrative aspect of adult education. Papers discuss topics such as the need for research into, and continued effective changes upon, administrative organizations, the planning of principles in adult educational programs, and the pros and cons of merchandising adult education. The promotion and recruitment of students as well as identifying the educational needs and interests of adults are also considered.

Brandt, Richard M., and others. Cultural Pluralism and Social Change. Inservice Teacher Education Series, Number 5. Syracuse: National Dissemination Center, 1977.

Report number five in the Inservice Teacher Education (ISTE) series is a collection of position papers. It is divided into three parts: Case Studies of Large-Scale Programs; The Future: Definition and Needs; and Social Contexts, all of which are related to inservice teacher education.

Brown, Alan M., and Harlan G. Copeland, eds. New Directions for Continuing Education: Attracting Able Instructors of Adults. No. 4.,San Francisco: Jossey-Bass.

A collection of papers concerned with the improvement of instructors of adults. Its primary function is to serve as a sourcebook for continuing education administrators. Each author addresses, from the perspective of a program administrator, questions concerned with appropriate teacher staffing. The questions address teacher recruitment, selection, evaluation, supervision, inservice education, administrative support, rewards, and recognition.

Bunting, Charles I., Rexford Moon, and Richard E. Peterson. Current Issues in Higher Education. Next Steps Toward Lifelong Learning: Views from Three National Projects. Washington, D. C.: American Association for Higher Education, 1978.

A collection of three papers summarizing three different perspectives about lifelong learning in America. Peterson's paper is focused on issues of concern to planners. Bunting presents the concerns of the former U.S. Department of Health, Education and Welfare. Moon's report discusses the intent of the College Entrance Examination Board's new project that will offer new services to adult learners and institutions.

Caine, Lynn. Lifelines. New York: Doubleday, 1978.

The author describes the months of depression and agony that followed her husband's death. She discusses her recovery and the new strength and perspectives she gained. She hopes that her struggle to overcome loneliness and despair will help other women who have gone through her experience.

Carlson, Robert A. Conceptual Learning: From Mollusks to Adult Education. Occasional Papers, No. 35. Syracuse: Syracuse University Publications in Continuing Education, March, 1973.

The author presents a brief analysis of conceptual learning in adult education, with philosophical implications and suggested applications.

Claxton, Charles S., and Yvonne Ralston. Learning Styles: Their Impact on Teaching and Administration. AAHE-ERIC/Higher Education Research Report, No. 10. Washington, D. C.: American Association for Higher Education, 1978.

This monograph addresses the question: How can learning styles be identified and how can they be related to teaching styles? Part I describes various models of learning styles and their implications for improving university and college teaching. Part II discusses the impact instructional change has had on college administration, with the contention that only minor instructional changes can occur unless changes in administration are also made.

Coakley, Carroll B., ed. Saleable Skills for Adults with Special Needs: Strategies in Adult Distributive Education. Danville, Ill.: Interstate Printers and Publishers, 1969.

A collection of papers and reports presented at the Third Adult Distributive Education Conference. The papers identify priority considerations needed in planning and implementing better adult distributive education programs. Occupational group and task force reports are included as well as individual papers.

The College Board. Future Directions for a Learning Society. New York: The College Entrance Examination Board, 1978.

A short pamphlet describing what the Future Directions for a Learning Society project is about and its basic goals. The four briefly explained goals are projections of future learning trends; dissemination of information on the needs of adult learners and institutions that serve them; promotion of better public policy and understanding of lifelonf learning; and the establishment of services improving adult access to learning opportunities.

Collins, Paul and Lewis J. Sinatra, eds. Documenta: Perspectives on Change in Teacher Education. New York: New York State Teacher Corps Network, 1976.

This is a collection of papers from the New York State Teacher Corps Network meetings during the academic year 1975-76. Section I contains four papers from presentations made at various Network meetings, which relate to Teacher Corps emphasis on in-service teacher education.

Cropley, A. J. Lifelong Education: A Psychological Analysis. Oxford: Pergamon Press, 1977.

This book examines, from a psychological standpoint, the problems and key issues involved in evaluating lifelong education and the implementation of its principles. It addresses the question of whether or not the basic assumptions underlying lifelong education make sense. The book also gives a general and abstract analysis of what school curricula would be like if lifelong education was the guiding principle involved.

Cropley, A. J., and R. H. Dave. Lifelong Education and the Training of Teachers: Developing a Curriculum for Teacher Education on the Basis of the Principle of Lifelong Education. Hamburg, Germany: UNESCO Institute for Education, 1978.

This report introduces the theoretical ideas encompassing the term "lifelong education." It summarizes the changes and findings of the international institutions involved in the project. It also develops various generalizations that could serve as guidelines for administrators, teachers, teacher educators, planners, and researchers, whose interests are to develop and/or implement lifelong educational principles in teacher training.

Cross, K. Patricia, Allen Tough, and Rita Weathersby. Current Issues in Higher Education: The Adult Learner. Washington, D. C.: American Association for Higher Education, 1978.

Three papers synthesizing recent research on adult learning. Cross distinguishes adult learning from adult education, and suggests ways in which lifelong learning can become self-directed for adults. Tough outlines practices and research enabling educators to better guide the learning efforts of individual learners. Weathersby, by combining sociological and psychological research with case studies on students, concludes that the educational community's resources must be adaptable and available to everyone at any life stage.

Cross, K. Patricia, John R. Valley and associates. Planning Non-Traditional Programs: An Analysis of the Issues for Postsecondary Education. San Francisco: Jossey-Bass, 1976.

The authors assembled information from students, institutions and experts pertaining to the problems and needs of non-traditional study. Chapters one and two present a national overview of the learning interests and experiences of adults. Chapter three gives an estimate of the number and nature of non-traditional programs at institutions. Chapters four, five, and six present the perspectives of some experts on the technology, credit, and accreditation of non-traditional study. Chapter sever assimilates the literature concerning the non-traditional movement.

Cross, K. Patricia. The Missing Link: Connecting Adult Learners to Learning Resources. New York: College Entrance Examination Board, 1978.

This study is composed of two different research studies, which put the needs of the adult learner first and the institutions second. The first set of research studies incorporates thirty state and national surveys that assess the barriers to and interests in participation of adults in organized adult learning activities. The second set of studies include investigative interviews with self-directed adult learners.

Dave, R. H., ed. Foundations of Lifelong Education. Oxford: Pergamon 1976.

This book addresses the questions, foundations, implications and problems associated with lifelong learning and its implementation into society. The eight chapters are devoted to developing the concept of lifelong learning and its methodology.

Dave, R. H. Lifelong Education and School Curriculum: Interim Findings of an Exploratory Study on School Curriculum, Structures and Teacher Education in the Perspective of Lifelong Education. UIE Monograph Series, Number 1. Hamburg, Germany: UNESCO Institute for Education, 1973.

This is the first in a series of three monographs disseminated by UIE, concerning lifelong education and school curriculum. The first section discusses the concept of lifelong education and its theoretical and operational dimensions. Its conclusion outlines twenty concept characteristics such as functions, goals, structures, etc., that are a necessary part of lifelong education. The second section concerns implications involving school programs and curricula, while the third suggests ideas for future research.

Edelfelt, Roy A., and E. Brooks Smith, eds. Breakway to Multidimensional Approaches: Integrating Curriculum Development and Inservice Education. Washington, D. C.: Association of Teacher Educators, 1978.

This is a compilation of different approaches and viewpoints on curriculum development and inservice education. of this book is that curriculum development and inservice education are inseparable functions.

Edelfelt, Roy A., and Margo Johnson, eds. Rethinking Inservice Education. Washington, D.C.: National Education Association, 1975.

The purposes of this book are twofold. First, the book can be read for ideas and recommendations for revitalizing inservice education. Second, it can be used to replicate the Workshop on Reconceptualizing Inservice Education. It gives a definition and a list of purposes and assumptions concerning inservice education, and is an attempt to create a better understanding of the field's problems and issues.

Feistritzer, Emily C., Rhonda J. McMillion, and Carol J. Lewis. The 1980 Report on Educational Personnel Development. Washington, D. C.: Feistristzer Publications, 1979.

This report addresses issues related to the professional development of educational personnel. It examines federal and state involvement and also gives an anlaysis of the involvement of the former U.S. Office of Education. It contains a listing of professional associations and organizations that provide resources for the professional development of educational personnel.

Gross, Ronald The Lifelong Learner. New York: Simon and Schuster, 1977.

An overview of lifelong learning is given, including the views and comments of many lifelong learners. It theorizes on how lifelong learning can be an integral part of an individual's life instead of an outside activity. Gross devotes the last half of the book on how to be a lifelong learner.

Hall, B. L., and J. R. Kidd, eds. Adult Learning: A Design for Action (A Comprehensive International Survey). Oxford: Pergamon Press, 1978.

A collection of twenty-four papers presented at the International Conference on Adult Education and Development held in Dar es Salaam, Tanzania, in 1976. It incorporates numerous ideas and actions for the developmental design that would recognize the centrality of adult education. The papers deal with the restructuring of adult education, case studies in international countries,and the issues involved in adult development.

Gaff, Jerry G. Toward Faculty Renewal. San Francisco: Jossey-Bass, 1975.

This work is a comprehensive analysis of new ways to improve teaching within higher education. The book has three specific goals: (1) to identify current college and university programs to improve the quality of teaching and learning, (2) to describe the range and variety of these programs, and (3) to place programs within the context of current trends in higher education. It is divided into two parts. The first analyzes three different approaches to instructional improvement and the second is a detailed examination of the different approaches.

Gardner, John W. Self Renewal: The Individual and the Innovative Society. New York: Harper & Row, 1964.

Gardner contends that our decaying society must undergo renewal. Societal renewal is dependent upon each individual member. Each member, in turn, must not lose sight of his or her individuality due to the demands of modern mass society. Renewal can only be achieved by creating a hospitable environment with creative men and women capable of self-renewal. Gardner specifices the components that are essential to the renewal process.

Glickman, Lillian L., Benjamin S. Hersey, and I. Ira Goldenberg. Community Colleges Respond to Elders: A Sourcebook for Program Development. Washington, D. C.: National Institute of Education, 1975.

This pamphlet discusses the educational needs of older learners and the surveys of some community college programs responding to those needs. It outlines suitable curricula and proposes a program model utilizing the characteristics that make these programs successful. Listed are federal, state and various other resources that can assist community colleges in developing these programs.

Gross, Ronald. Future Directions for Open Learning: A Report Based on an Invitational Conference on Open Learning Programs. Washington, D. C.: Government Printing Office, 1979.

This report highlights the "Future Directions for Open Learning" conference. It summarizes fifteen major studies or operational projects conducted during 1978 and 1979 dealing with the subject of adult learning and televison.

Hall, Gene E. A National Agenda for Research and Development in Teacher Education, 1979-1984. Austin: Research and Development Center for Teacher Education, 1980.

This is a synthesis of the activities by a diverse group of professionals that share the common goal of providing through research, the information necessary to help teachers and teacher educators in performing their jobs more effectively.
of references, several appendices, and two bibliographies.

Hall, Gene E., Shirley M. Ford, and Gail Brown, eds., Exploring Issues in Teacher Education: Questions for Future Research. Austin: Research and Development Center for Teacher Education, 1980.

This volume is the product of a conference, sponsored by the National Institute of Education, that centered upon the teacher education continuum (preservice/induction/inservice), and seven selected topics. The "continuum" concept is based upon a belief that teacher education be viewed as a continuing process of developing or enhancing knowledge skills, attitudes, and behaviors throughout the course of professional life. The topics included content, process, professionals as learners, collaboration, context, research, and change/dissemination. Twenty-seven authors agreed to survey, synthesize, explore, and report on the available research in these topic areas. In addition, fourteen paper discussants provide comments and further information.

Hallenbeck, Wilbur C., Coolie Verner, Jack London, Paul Bergerin, and Robert M. Smith. Community and Adult Education. Adult Education Theory and Method No. 2. Washington, D. C.: American Education Association, 1962.

This document is divided into four independently prepared parts stating the aspects, relationship and implications of community to adult education. People, place, common concerns, organizations, morale and government are the elements the authors consider to be essential to a community. This paper is concerned with providing an outlet for new ideas about adult education that would otherwise go unrecognized.

Harrington, Fred H. The Future of Adult Education: New Responsibilities of Colleges and Universities. San Francisco: Jossey-Bass, 1977.

Adult Education is rapidly changing and taking on new dimensions. This book explores these trends and changes in four parts. Part one describes the present and past conditions of adult education. Part two discusses the various aspects of college work for credit while part three discusses the aspects of non-credit college work. Part four covers special problems such as the the disadvantaged, and financial matters while also making projections and recommendations for the future.

Hesburgh, Theordore M., Paul A. Miller, and Clifton R. Wharton, Jr. Patterns for Lifelong Learning: A Report of Explorations Supported by the W. G. Kellogg Foundation. San Francisco: Jossey-Bass, 1978.

A report of three separate but interrelated projects by each of the authors. Part one generally outlines the nature of a learning society and how to accomplish it. Part two is a personal essay by Miller concerning the relationship of continuing education to the academic community, the shaping of civic policy, and the creation of a new life style in the modern community. Part three deals specifically with how the general topics of the first two essays influence an institution such as Michigan State University.

Hiemstra, Roger. Lifelong Learning: An Exploration of Adult and Continuing Education within a Setting of Lifelong Learning Needs. Professional Education Series. Lincoln, Neb.: Professional Educators Publications, 1976.

This book explores the topics of lifelong learning and adult and continuing education. It examines the community and societal roles, the clientele, the programs, the professionals, the theoretical bases, the research, and the projected trends of each

Hite, Herbert, and Kenneth R. Howey. Planning Inservice Teacher Education: Promising Alternatives. Washington, D. C.: Educational Resources Information Center, 1977.

This is a monograph designed to help the teaching profession analyze and study the inservice education of teachers. The first paper looks at different approaches to inservice education. In the second paper, basic conditions that are necessary in the planning of inservice programs are looked at and the "how" and "why" are examined.

Hodgkinson, Barbara, Peg Kaplin, Ian McNett, and George Nolfi. Report of the P.E.C.A. Task Force on Lifelong Learning. Washington, D. C.: Institute for Educational Leadership, George Washington University, 1977.

Through interviews with various types of organizations, this task force investigated the types of lifelong learning opportunities that exist outside of postsecondary education. This report presents the task force's findings, and suggests ways in which the various organizations can become interlinked. The task force believes that this cooperative effort is a way to effectively reach more people.

Hoffman, Ellen. Lifelong Learning and the U.S. Congress, 1977-78. Washington, D. C.: Institute for Education Leadership, George Washington University, 1979.

This report outlines lifelong learning as it relates to the federal government. Special groups, work, individual aid, reorganization, renewal, budget, and appropriations are the topics assessed.

Houle, Cyril O. The Design of Education. San Francisco: Jossey-Bass, 1976.

Based upon the precepts and systems of previous learning activities, this book develops a systematic educational design. It presents an in-depth glossary using two systems: the standard alphabetical form and an exposition that briefly summarizes the educational design proposed. The book is supplemented with a bibliographic essay.

Houle, Cyril O. The External Degree. San Francisco: Jossey-Bass, 1977.

The author explores the external degree as a social and educational movement. The past, present, and future problems and trends of this alternative approach to higher education are of primary concern. The author presents a variety of approaches helpful in developing an external degree program. The book is supplemented with a bibliographic essay.

Howe, Michael J. A., ed. Adult Learning: Psychological Research and Applications. London: John Wiley and Sons, 1977.

This book, exploring the topic of learning, pays close attention to research that is practical and applicable to the problems of learning. The first part of the book concerns the acquisition of abilities or attributes that influence all kinds of learning in human life. Part two concerns the ways in which people acquire knowledge that is dependent upon the language and verbal skills developed during childhood. Part three focuses upon the specific varieties of learning in circumstances that have emerged in advanced modern societies.

Hunter, Carman St. John, and David Harman. Adult Illiteracy in the United States: A Report to the Ford Foundation, New York: McGraw-Hill, 1979.

This report examines adult illiteracy and identifies the adult illiterate. The authors provide a wide array of data characterizing the adult illiterate. They examine and evaluate the existing formal and informal efforts to correct adult illiteracy. They also provide observations and recommendations about adult illiteracy, along with an annotated bibliography.

Hyman, Herbert H., Charles R. Wright, and John S. Reed. The Enduring Effects of Education. Chicago: University of Chicago Press, 1975.

Through a secondary analysis of national sample surveys, this book attempts to measure the enduring effects of education among adults. The authors utilize surveys, conducted during the period 1949-1971, by the Gallup Poll, the National Opinion Research Center for the University of Chicago, and the Survey Research Center of the University of Michigan. By extracting findings on topics other than those that were the primary focus of the original inquires, the authors present the questions and surveys used and various tables that summarize the results. The book discusses the effectiveness of education and the variables that influence effective education.

Ingalls, John D. Human Energy: The Critical Factor for Individuals and Organizations. Reading: Addision-Wesley, 1976.

This book synthesizes current organizational theory and highlights the essentials in developing and utilizing organizational energies. It describes the human energy forces in individuals and organization,and how greater productivity can be achieved by focusing and balancing these forces. This book also strives to enhance organization development by building a philosophical framework; providing comprehensible models for integrating diverse theories; by giving managers and administrators the ability to deal with irrational behavior in individuals and groups; by promoting the philosophy and practice of lifelong learning and by helping managers and administrators to distinguish between the world of things and the world of people.

Joyce, Bruce R., ed. Involvement: A Study of Shared Governance of Inservice Teacher Education. Syracuse: National Dissemination Center, 1978.

This study takes a look at the findings of the National Urban/Rural Development Program, and draws implications from these findings and relates them to inservice and teacher education.

Joyce, Bruce R., and others. Interviews. Inservice Teacher Education Series, No. 2. Syracuse: National Dissemination Center, 1977.

This monograph is number two in the series of Inservice Teacher Education (ISTE). It consists of several interviews that discuss the topic of inservice teacher education and the number of educational personnel that are involved in some type of inservice program. Not only does it discuss the involvement of educational personnel in these programs but it also looks at their views of the various programs.

Joyce, Bruce R., and others. Issues to Face. Inservice Teacher Education Series, No. 1. Syracuse: National Dissemination Center, 1976.

This monograph is one of a series of five reports on the conceptualizing phase of the study of inservice teacher education (ISTE). This report closely examines the four systems of ISTE: The Governance System, The Substantive System, The Delivery System and The Modal System.

Kidd, J. R. How Adults Learn. 2 ed., New York: Association Press, 1973.

Kidd examines learning throughout the lifespan and the many aspects of adult learning, including the physiological, intellectual, environmental and emotional realms. The book also provides a review of learning theories through the centuries, and discusses the training of teachers and the transaction of learning.

Klopf, Gordon J. The Principal and Staff Development in the Elementary School. New York: Bank Street College of Education, 1974.

The purpose of this book is to provide the elementary school principal with some understanding of the concepts of adult learning and development, and an awareness of some of the process and techniques of a staff development program.

Knowles, Malcomb. The Adult Learner: A Neglected Species. 2 ed. Houston: Gulf Publishing, 1978.

An important book, based upon essential learning theories, that is invaluable to anyone concerned with human resource development. Malcomb Knowles reviews learning theory associated with adults and children. He expounds upon his theory of andragogy, and how it can be applied to human resource development. The several appendices draw together newly emerging conceptions of the stages of adult life.

Knox, Alan B. ed., New Directions for Continuing Education: Assessing the Impact of Continuing Education. No. 3. San Francisco: Jossey-Bass, 1979.

This sourcebook discusses the many factors involved in evaluating the impact of continuing education. The authors discuss reasons why an impact evaluation is neccessary and describe the necessary procedures. The authors also provide some up to date, already completed evaluations, along with the literature and key concepts useful in assessing impact.

Leagans, Paul J., Harlan G. Copeland, and Gertrude E. Kaiser. Selected Concepts from Educational Psychology and Adult Education for Extension and Continuing Educators. Notes and Essays on Education for Adults, No. 71, Syracuse: Syracuse University Press, 1971.

This monograph considers concepts useful to adult educators. The major goals are to: define a conceptual rationale in the process of teaching adults; present selected educational psychology and adult education concepts; and present a framwork for identifying, selecting understanding and utilizing these concepts.

Lorge, Irving. Adult Learning, eds. Coolie Verner and Thurman White. Adult Education Theory and Method Series, No. 4. Washington, D.C.: Adult Education Association of the U.S.A., 1965.

Collected papers detailing the various aspects of adult learning and the processes involved. It develops a theory of adult learning and establishes guideposts for adult instruction. It reexamines the teaching-learning process and reviews the functional problems of method versus content, and the individual versus community.

Lorge, Irving. Howard Y. McClusky, and Gale E. Jensen. Psychology of Adults, ed. Wilbur C. Hallenbeck. Adult Education Theory and Method Series, No. 3. Washington, D. C.: Adult Education Association of the U.S.A., 1965.

A collection of papers presented at the annual meeting of the Commission of the Professor's of Adult Education pertaining to the psychology of adult education. Irving Lorge, in his presentation "The Adult Learner," summarizes facts about the adult learner especially regarding the physiological changes in aging. "The Course of the Adult Life Span" by Howard Y. McClusky compiles and presents the available data and how it pertains to the needs of the adult learner. Gale E. Jenson, in "Socio-Psychological Foundations of Adult Learning," introduces the important items needed to produce successful and satisfying learning in a group environment.

Loring, Rosalind K., Charlotte LeGates, Mary Jim Josephs, and Joseph O'Neill. Current Issues in Higher Education: Adapting Institutions to the Adult Learner: Experiments in Progress. Washington, D. C.: American Association for Higher Education, 1978.

A collection of four papers presented to the 1978 Conference on Higher Education. "Strategies of Adaptation," by Loring, discusses the various trends and changes in education and details the adaptation and the strategies needed to accommodate them. Charlotte LeGates describes an

actual alternative educational program using adaptive strategies in her paper "An Interdisciplinary Program." Mary Josephs, in her paper "A Competency-Based Program," describes a program and how it meets the needs of non-traditional students. "An Experiment in Unbounding Services for Adults" by Joseph O'Neill deals with the question of financial equity in tuition charges for part-time and evening students.

Massanari, Karl, and others. Emerging Professional Roles for Teacher Educators Washington, D. C.: Educational Resources Informational Center, 1978.

Karl Massanari, William Drummond, and W. Robert Houston examine the emerging professional roles for teacher educators. Roy Edelfet then gives a critique of the positions taken.

Miller, Harry G., and John R. Verduin, Jr. The Adult Educator: A Handbook for Staff Development. Houston: Gulf Publishing Company, 1979.

This book discusses alternative ways that adult and continuing educators may develop their professional behavior. It suggests that this be done through a staff development program that accounts for individual needs. It suggests that the adult educator must not only be concerned with helping others,but must also look for self-improvement.

Miller, Harry L. Processes of Adult Education, eds. Coolie Verner and Thurman White. Adult Education Theory and Method Series, No.5. Washington, D. C.: Adult Education Association of the U.S.A., 1965.

Collected papers relating to the problems, issues, methods and techiques of the adult learning process. After an introductory paper by Miller concerning the reasons why there isn't better teaching for adults, several authors then present techniques to make adult teaching more efficient. Techniques to improve listening skills, English composition skills, and adult reading speed are presented. Also included are papers concerning instructional techniques and methods of knowledge diffusion.

Morris, Lee, and others. Adapting Educational Research: Staff Development Approaches. Oklahoma: Teacher Corps Research Adaptation Cluster, 1979.

Research adaptation is a process that can be incorporated with staff development. This monograph is a compilation of studies done by different authors who incorporate the diversities of their respective fields into the staff development process. Each author gives a summary and a list of references at the end of his or her chapter.

National Institute of Education. Adult Learning/Education and Federal Legislation, Washington, D. C.: Educational Resources Information Center, 1978.

This document contains a list of abstracts and annotations on journal articles, papers, reports, and books pertaining to adult learning and federal legislation.

National Institute of Education. An Evaluative Look at Non-traditional Postsecondary Education. Washington, D.C.: Government Printing Office, 1979.

A collection of three papers concerning non-traditional programs and populations. The papers explore program response to non-traditional population needs, and the information requirements of decision makers. The last paper discusses the kinds of data and instrumentation used in evaluating non-traditional postsecondary education.

Nicholson, Alexander M., and others. The Literature on Inservice Teacher Education. Inservice Teacher Education Series, No. 3. Syracuse: National Dissemination Center, 1977.

This report is an analysis of post 1957 literature that is concerned with the process, organization, and general substance of teacher education. The main purpose is to identify the data needs and major issues in inservice education.

Overly, Norman V., ed. Lifelong Learning: A Human Agenda. Alexandria, Va: Association for Supervision and Curriculum Development, 1979.

The 1979 ASCD yearbook presents numerous perspectives on learning. Learning should be a lifelong process utilizing not just schools but all segments of society as resources. Part I discusses the various goals needed to make lifelong learning a part of our society. Part II describes some of the obstacles preventing the achievement of a lifelong learning society. While Part III considers the alternative approaches available to overcome the obstacles.

Parkyn, George W. Towards a Conceptual Model of Lifelong Education. Educational Studies and Documents, No. 12, New York: United Nations Education, Scientific and Cultural Organization, 1973.

A practical document, in three parts, that assesses lifelong education its needs, implications and application. Part I reviews the conceptual, sociological and psychological foundations of lifelong education Part II outlines the specifications for a model of lifelong education. Part III presents the model and its application.

Peterson, Richard E., and Associates. Lifelong Learning in America. San Francisco: Jossey-Bass, 1979.

This book provides a wide range of information about the policies and practices affecting lifelong learning in America. It presents lifelong learning as an integrating master model for other programs; describes various sources of learning and education; gives facts about the learning interests of the adult learner overviews policies and programs; and assesses what school and nonschool institutions can do to further lifelong learning.

Rubin, Louis, ed. National Symposium: Critical Issues in Teacher Inservice Education. Urbana-Champaign: University of Illinois, 1976.

This is a collaboration of abstracts of the seven papers that were presented at the Symposium. The main topics discussed were the reform movements in education and the implications for the continuing education of teachers in service.

Rubin, Louis. Perspectives on Preservice and Inservice Education. Syracuse: National Dissemination Center, Syracuse University, 1978.

The focal point of the book is on problem identification and clarification concerning inservice education.

Rubin, Louis, ed. The Inservice Education of Teachers--Trends, Processes, and Prescriptions. Boston: Allyn and Bacon, 1973.

This book is a review of ongoing programs that search for things that will enhance the expertise of practitioners. It is divided into five sections. The first section puts the present state of inservice education into perspective. Section II is an analysis of the reform movements on the educational horizon that looks at the implications of these movements for inservice teacher education. Section III is devoted to the opinions of various education professionals on issues concerning inservice teacher education. Section IV is an array of basic guidelines and Section V looks to future tasks.

Schuller, Tom, and Jacquetta Megarry, eds. World Yearbook of Education 1979: Recurrent Education and Lifelong Learning. London: Kogan Page, 1979.

This is a continuation of the World Yearbook of Education, abandoned in 1974. "Lifelong Learning" and "Recurrent Education" are the terms addressed in this international, collaborative effort. A bibliography and bibliographical notes are included.

Skager, R., and R. H. Dave. Curriculum Evaluation for Lifelong Education: Developing Criteria and Procedures for the Evaluation of School Curricula in the Perspective of Lifelong Education: A Multinational Study. Vol. II, Advances in Lifelong Learning. Oxford: Pergamon Press, 1977.

This two year effort, by teams from three nations, describes the procedures, results, and implications for the development and utilization of a set of criteria for evaluating school curricula. The report is aimed toward formalizing the principles of lifelong education by making these steps part of curriculum evaluation. The book is supplemented with descriptive and illustrative appendices.

Skager, R. Lifelong Education and Evaluation Practice: A Study on the Development of a Framework for Designing Evaluation Systems at the School Stage in the Perspective of Lifelong Education. Vol. IV, Advances in Lifelong Education. Oxford: Pergamon Press, 1978.

A conceptual document that explores evaluation under a lifelong educational system. It seeks to establish a set of rules under which evaluation criteria could operate and acknowledges those areas where further research and development is needed. A list of references is included.

Smith, Robert M., George F. Aker, and J. R. Kidd, eds. Handbook of Adult Education. New York: MacMillan Publishing, 1970.

The numerous authors present information exploring the multi-faceted subject of adult education. The concerns, the institutions, and the program areas of adult education comprise the three parts of the handbook. A list of sources, organizations and changing contents of past handbooks are found in the appendices.

Smith, William L. and C. Emily Feistritzer. "Analysis of U. S. Office of Education Discretionary Programs Having A Professional Development of Educational Personnel Component." Washington, D. C.: U. S. Office of Education, 1978.

A report of the analysis of data collected by several task forces to investigate the extent to which the former U.S. Office of Education was funding activities and programs in the area of professional development of both perspective and practicing educational personnel.

Stalford, Charles B., ed. Conference Report: Adult Learning Needs and the Demand for Lifelong Learning. Washington, D. C.: National Institute of Education, 1978.

A collection of three papers discussing the interests, needs, and participation of adults in learning activities. These papers are concerned with those forces that might influence the future demand for lifelong learning.

Striner, Herbert E. Continuing Education as a National Capital Investment. Kalamazoo: W.E. Upjohn Institute for Employment Research, 1972.

The author shows how Denmark, France, and West Germany have dealt with the problems of economic growth by rethinking their policies toward adult education, enabling the labor force to meet the demands of an advanced industrial society. He presents two theses: (1) that continuing education, training, and retraining of a nations labor force must be a national capital investment and (2) without that investment, the U.S. cannot provide a continual basis to maintain the economic progress.

Tough, Allen. The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning. Research in Education, No. 1., Toronto: The Ontario Institute for Studies in Education, 1971.

A report and synthesis of several studies conducted on the learning efforts made by adults. This book presents a broad overview of these efforts, which took place over a seven year time span. The author addresses the questions of what makes a fruitful learning experience; what tasks are completed by the adult learner; and what are the benefits of self-planned learning.

U. S. Department of Health, Education, and Welfare. Lifelong Learning and Public Policy. Washington, D. C.: Government Printing Office, 1978.

This report, prepared by the Lifelong Learning Project, begins with a summary of the project's findings. The report that follows details the concept of lifelong learning; the Lifelong Learning Act, including federal, state, and local implication; and the learning problems and needs of special groups.

Valley, John R. Career Education of Adults. National Advisory Council for Career Education. Washington, D. C.: Government Printing Office, 1977.

A series of six papers surveying the prospects, problems, definitions, data, structure, and needs of adult career education and learning. Valley assesses adult participation in career education, discusses developments in higher education and makes recommendations for the improvement of adult career education.

Verduin, John R., Jr., Harry G. Miller, and Charles E. Green. Adults Teaching Adults: Principles and Strategies. Austin: Learning Concepts, 1977.

This introductory text presents the techniques, strategies and models for effective adult instruction. Part I introduces the current complexity and diversity in adult education; Part II gives an overview of adult learning and behavior; Part III presents the adult instructor's instructional procedures; while Part IV lists various resources and ideas for effective adult instruction.

Verner, Coolie. A Conceptual Scheme for the Indentification and Classification of Processes for Adult Education Adult Education Theory and Method Series, No. 1. Washington, D. C.: American Education, 1962.

Verner believes that the confusion that usually characterizes adult education discussions results from the lack of a conceptual scheme or a basic theoretical structure. The author constructs a conceptual scheme to identify and develop the processes involved in adult education. He identifies methods and techniques by establishing some precise terminology and by concisely defining the term "adult education."

Weil, Marsha, Bruce Joyce, and Bridget Kluwin. Personal Models of Teaching. Englewood Cliffs: Prentice-Hall, 1978.

The focus of this book is on the positive abilities of both the teacher and the student. It looks at two specific models of teaching: The Synectics Model, which stresses the creative abilities of people and then uses it to make a more interesting and expressive person; and the Nondirective Model that assumes that the student has the ability to work out his or her own problems with the help of the teacher. In both models, the role of the teacher is not the traditional one. The teacher is the listener and focuser in the Nondirective Model, and the stimulator of creative abilities through the use of analogies in the Synectics Model.

Yarger, Sam J., and others. Creative Authority and Collaboration. Inservice Teacher Education Series, No., IV. Syracuse: National Dissemination Center, 1977.

This is a collection of eight position papers that take the unique perspective of collaborative models in inservice teacher education. It is divided into three groups: Group I looks at different models of inservice teacher education programs; Group II deals with three aspects of social change in relationship to the development of inservice teacher education programs; and Group III is a discussion of two organizations' views of inservice teacher education.

Yearbook of Adult and Continuing Education, 1978-79. 4 ed., Chicago: Marquis Academic Media, 1978.

A complement to the third edition which presented private agency and government statistics and general information relating to adult basic education, continuing education, and career related education. The fourth edition provides further research studies and evaluations, statistics, new concepts, alternative educational programs and futures in various adult education areas. Adult education, cooperative education, adult basic education, alternatiyes and innovations, adult career education, and community education are the six areas covered in this yearbook.

Zahn, Jane C. Creativity Research and Its Implications for Adult Education. Boston: Center for the Study of Liberal Education for Adults at Boston University, 1966.

In the first part of the paper, the creative process and its role in educational programming is summarized. In the second part, the author deals with adult education, the implications of creativity research, and how it may be applied to solve the problems involved in educating adults.